

ILLP Reading Lesson Planning Form

Grade Level: 12	Subject: U.S. Government	Duration: 5 days for Federalist Debate, this lesson 1 day.
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Content Area Standard: S3C2. PO4 PO 4. Describe the steps leading to the adoption of the Constitution: a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers)	Big Idea: What are the arguments for and against a strong national government?
Texts: James Madison's Federalist #10	AZCCR Literacy Standards: 11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11-12.RH.4)
*ELPS Performance Indicators: V-R-4:HI-9: locating sequential/ chronological order signal words in text. V-R-4:HI-8: summarizing the main idea (<i>explicit or implicit</i>) and supporting details in text.	Key Vocabulary: Democracy, Republic (republican), latter, former, factious (faction), representative
*Differentiated Instruction/ ELD Strategies Pre-teach content vocabulary, provide background information on Madison, federalists and ratification debate,	

*Required for ILLP Documentation

Learning Objectives/Goals (What will students know or be able to do? Use a Cognitive Taxonomy) Students will be able to identify the meaning of key vocabulary words in context to determine Madison's claim.										
Lesson Outline (Planned steps and activities that actively engage students in either inquiry method : <div style="margin-left: 20px;"> <ul style="list-style-type: none"> Students will close read and annotate the text, identifying signal words in the text. Teacher will read and annotate text asking key questions to understand how the signal words help to understand the text as a whole. Students will re-read the passage and use signal words to ask questions about the meaning of the text. Students will work in pairs to complete the graphic organizer below: <table border="1" style="margin-left: 40px; width: 60%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Democracy</th><th style="width: 50%; text-align: center;">Republic</th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> </div>	Democracy	Republic								
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Cognitive Closure Which government would you choose? Give support from the document to justify your answer.										

Materials/Resources

Graphic organizer
Federalist #10 excerpt

Assessment(s)

(How will you know that **each student** achieved the objective? These are formative in nature – informal and formal, unless you are concluding a unit and will administer a summative assessment in addition to your formatives.)

Students will use the signal words to help complete the chart and develop their own claim using evidence from the document to support it.

Extended Learning Opportunities

(How will you re-teach students who did not meet the objective? How will you challenge students who have mastered the objective?)

Notes: